DOCUMENT RESUME

ED 044 589 AC 008 717

TITLE	Tips for Teaching Textiles and Clothing.
INSTITUTION	New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Services.
PUB DATE	69
NOTE	53p.
AVAILABLE FROM	Publications Distribution Unit, State Education Building, Albany, N.Y. 12224 (free to New York state school personnel when ordered through an administrator)
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.75
DESCRIPTORS	*Adult Education, *Adult Students, Bibliographies, *Clothing Instruction, Curriculum Planning, Evaluation, Instructional Materials, Resource Materials, *Teaching Guides, Teaching Methods, *Textiles Instruction

ABSTRACT

This guide was prepared to help instructors of adult textiles and clothing programs improve their teaching; it is designed to be used with other department publications: Clothing Services Training Guide, Resource Courses for Planning Local Adult Homemaking Programs, and Resource Kit Tips for Teaching Textiles and Clothing (see AC 008 741). Each section of this guide pinpoints suggestions in such areas of concern to the instructor as planning the curriculum, giving instruction, providing an effective learning environment, and evaluating teaching effectiveness. There is a source list of free and inexpensive teaching materials, and also a bibliography of books, bulletins, and periodicals. (EB)

Home Economics Continuing Education

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Tips for Teaching

TEXTILES & CLOTHING

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THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
REAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224
1969

Home Economics Continuing Education

Tips for Teaching

TEXTILES & CLOTHING

To Be Used With Companion Materials

- *Clothing Services Training Guide*
- *Resource Courses for Planning Local Adult Homemaking Programs*
- *Resource Kit Tips for Teaching Textiles and Clothing*

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
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Foreword

Study in the field of textiles and clothing helps to stimulate logical and creative thinking, develops dexterity and coordination through manipulative skills, contributes to a feeling of personal accomplishment, promotes the effective utilization of resources by individuals and families, provides an understanding of the psychology of clothing, and develops skills for a vocation and an avocation. This bulletin was developed to suggest effective teaching techniques in the field of textiles and clothing.

Appreciation is expressed to the following committee members who formulated the basic plan for the bulletin: Madeline Blum, Specialist, Cooperative Extension, Cornell University, Ithaca; Corinne Carlson, Home Economics Teacher, Maple Hill High School, Castleton; Selma Karem, Merchandise Manager, Fabric Division, The Boston Store, Utica; and Mildred Ryan, Educational Director, McCall's Patterns, New York. The Bureau is grateful to the following writers who developed the publication: Ann Hacker, Home Economics Teacher, Washington Irving High School, New York; Evelyn Kosowsky, Home Economics Department Chairman, Norwich High School; and Jean Millard, Home Economics Teacher, Linton High School, Schenectady.

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Message to the Instructor

People are the most important resources in a community or nation. The degree to which they are educated to cope with such tasks as earning a living, raising a family, and purchasing goods and services determines to a great extent the future of the community and nation. Therefore, in this time of technological advancement and change affecting every family member, continuing education plays a vital role in keeping the public informed, improving individual skills, and helping individuals to formulate attitudes and goals for today and the future. To plan and teach a meaningful program, the instructor must know his students and understand their reason for deciding to participate in a continuing education program.

The tasks of defining group and individual objectives, identifying basic concepts and skills to be taught, organizing for teaching and stimulating learning require a knowledgeable instructor. This publication has been prepared to help instructors of adult textiles and clothing programs improve their teaching. It is designed to be used with the following Department publications: *Clothing Services Training Guide*, *Resource Courses for Planning Local Adult Homemaking Programs*, and *Resource Kit Tips for Teaching Textiles and Clothing*.

Each section in this guide pinpoints suggestions in such areas of concern to the instructor as planning the curriculum, giving instruction, providing an effective learning environment, and evaluating teaching effectiveness. A resource kit of selected materials has been compiled to give examples of the types of free and inexpensive teaching aids available. A copy of this kit may be secured from the Bureau of Continuing Education Curriculum Development, State Education Department, Albany, New York, 12224. Distribution is limited to one kit per school.

The services of the staff of the Bureau of Home Economics Education are available to plan inservice meetings for groups of clothing instructors and to speak at regional meetings of adult directors and supervisors of home economics on the nature and scope of the textiles and clothing field in home economics continuing education.

Instructors are urged to communicate to this Bureau their comments regarding the usefulness of the publication and to suggest additional materials that might be included in a subsequent revision.

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Establishing Effective Staff Relationships

Each instructor holds the key to a challenging and effective learning situation. One reason it is difficult to define common factors in good teaching is that each instructor is primarily a unique individual. The ability to provide leadership and inspiration for learning is based on the instructor's own feelings of competence and personal worth. These can be reinforced through continuing personal and professional growth.

PERSONAL QUALITIES ASSOCIATED WITH THE SUCCESSFUL INSTRUCTOR

An analysis of various rating scales used by placement bureaus and school systems indicates that there is no one set of traits which can be used as a criterion of success. However, the following list can be used by the instructor who wishes to evaluate his assets and liabilities:

Adaptable	Enthusiastic	Punctual
Amiable	Foresighted	Resourceful
Business-like	Humorous	Sincere
Considerate	Inspirational	Sociable
Cooperative	Kindly	Tactful
Courteous	Patient	Tolerant
Dependable	Poised	Well-groomed

RELATIONSHIP OF THE INSTRUCTOR TO THE DIRECTOR OF ADULT EDUCATION

The director of adult education is responsible for the overall operation of the continuing education program and for carrying out the policies established by the Board of Education. The instructor can obtain from the director the guidance and procedures for such responsibilities as:

- Helping to promote the course
- Establishing an advisory committee
- Making community contacts
- Registering class members
- Taking attendance at each class session

Frequently a director organizes an inservice training program which covers concepts of adult education, new methods, and experiments regarding specific areas of study. The instructor should participate and bring his special needs to the attention of the director.

RELATIONSHIP OF THE INSTRUCTOR TO THE SECONDARY HOME ECONOMICS TEACHER

The adult education clothing instructor is a part of the home economics department and as such frequently shares with the secondary teacher the same facilities and equipment. The first step in establishing good rapport with the secondary teacher is to contact him as soon as possible to determine the best means of working together.

- The secondary teacher should accept the responsibility of:
  - Arranging storage space for adult education supplies
  - Leaving counter and table space free
  - Leaving equipment in good working order
  - Suggesting and loaning suitable visual aids
  - Inviting adult instructors to selected home economics department activities
- The adult education instructor should accept the responsibilities of:
  - Leaving the room and equipment in good order
  - Notifying the secondary teacher of needed repairs
  - Asking about the care and use of new or unfamiliar equipment
  - Planning well in advance for the use of visual aids or equipment

ESTABLISHING EFFECTIVE STAFF RELATIONSHIPS

Understanding the Adult Student

A successful continuing education program is one that is based and designed upon the needs of individuals. It is important that the instructor be aware of the strengths and weaknesses of his students. Characteristics and attitudes of the adult learner must be understood before a satisfactory program can be organized.

PROFILE OF THE ADULT STUDENT

The adult student might well represent a cross section of the entire community. He may be a young adult, a middle-aged person, or a senior citizen. The adult student may be unmarried, married, divorced, or widowed. He may be a member of a beginning family, an expanding family, a family in the middle years, or an aging family. His work status may place him with the employed, the unemployed, or the retired. In addition he may be numbered among the members of various ethnic, economic, and cultural groups. Also the adult student may have physical and/or mental handicaps.

The characteristics and attitudes of adults which influence the approach, content, and method of teaching include a:

- Tendency to have preconceived ideas about education because of his experiences with formal education, television, radio, newspapers, and life situations
- Desire to find direct ways to solve immediate problems satisfactorily
- Need for satisfying outlets for self-expression
- Desire to obtain status and recognition
- General sensitivity, fear of embarrassing criticism, and a tendency to be discouraged easily
- Tendency to resist change and a need for feelings of confidence and security before taking action
- Possible physical and mental fatigue due to family, job, and community responsibilities
- Reluctance to discuss personal problems and concerns
- Practical outlook resulting from experience in living

MOTIVATION OF THE ADULT STUDENT

Adult education is *voluntary*. The student who comes to adult education wants to come. He may be interested in learning a new skill, upgrading a present skill, or meeting new people; he is not seeking course credits or grades. He may come because he knows about you, the instructor, or in response to a written or oral invitation, to a description in a newspaper or circular, or to a spot announcement on radio or television.

The adult student must continually be motivated. If his experience in class is worthwhile, he will continue to attend; if not, he will become a dropout.

SELECTED PRINCIPLES OF LEARNING AND SUGGESTED ACTION

An instructor who understands some basic principles of learning and is able to apply them is apt to be successful in motivating persons to learn. Six principles of learning and suggestions for action have been identified on the following pages. Since no one method is best for all situations, a variety of ideas have been suggested. They do not relate to a particular course, but rather reflect content in a variety of phases of adult study in textiles and clothing.

1. *The Student Learns Best What He Wants To Know*

- Determine why each person enrolled in the course and what each hopes to get out of it.
    - Introduce each student or have each one introduce himself to the group at the first session and have him give his reasons for attending class.
    - Develop and use such pretest devices as a performance test, personal interview, or an objective test that would provide the desired information. See examples of such devices at the end of this section.
- Offer a choice of learnings and point out ways in which the course will give the student what he wants and needs.
    - Utilize student-instructor planning. Distribute the plan for the entire program to the class. Describe the way the lessons have been set up and how the course may be used for each person's benefit. Ask the students to suggest additional ways of accomplishing goals.
- Evaluate the program continuously in order to appraise learnings and provide objective criticism.
    - Use various evaluative devices such as a checklist, a performance or an objective test.

2. *Experiences Are More Meaningful When Built Upon Step-By-Step Learning Situations*

- Help the student to recognize the relationship of each part of the course to the overall objectives.
    - Show how each part of the course includes learnings that build upon previous experiences. For example, place on the chalkboard the following information:

      Subgoal - to be able to select patterns according to figure type and size
      Overall Goal - to have a finished garment that fits well

- Point out that different class activities are related to the purpose of the course.
    - Display examples of finished garments or show through visuals what can be accomplished.

- Provide at each session some new knowledge or skill that can be used immediately in school or at home.
    - Apply new learnings. For example, after a lesson on buying, ask students to do some comparison shopping and report their findings at the next session.

3. *The Student Learns What Has Personal Meaning For Him*

- Adjust the course content to meet the needs of each student.
    - Determine student's needs by the use of a questionnarie. Evaluate this information and modify those items in the course which should be changed to meet individual requirements.
    - Conduct individual conferences with each class member and ascertain what he can do and what he needs to learn to accomplish his objectives. Use the information to place in groups students with similar abilities.

- Teach on the level of the student's background and experience.
    - Establish the teaching at a level that offers a challenge but not so difficult that the students become discouraged and lose interest.
    - Teach one thing at a time and make sure it has been understood, before going ahead to a new point.
    - Observe students carefully and watch for signs of frustration, lack of interest, and inability to see or hear clearly.
    - Listen actively and answer questions honestly.
    - Speak clearly and make sure the students understand you.

- Use a variety of methods and activities to stimulate interest and greater self-confidence.

- Use a variety of activities in the classroom such as sewing by hand, stitching on machine, laying out a pattern, studying fashion magazines and catalogs, or straightening and ironing fabrics.
- Utilize a variety of methods to teach an activity. For example, transferring pattern markings may be taught by demonstration, filmstrip, film, textbook, manual, model, or exhibit.

4. *The More The Student Is Involved, The More He Is Likely To Learn*

- Involve the student; do not let him just sit, look, and listen.

  - Discuss ways that students can help each other learn. For example, they can assist by sharing their knowledge, demonstrating special skills, describing or reporting on current conditions in industry, or comparing methods and techniques in class with those used by others.
  - Use the "buzz"-session technique to discuss and compare specific aspects of grooming which students have researched or studied.

- Provide opportunities for sharing knowledge.

  - Role play a situation involving a customer with a fitting problem and an alterationist, and solve the problem efficiently, diplomatically, and courteously. Discuss the effectiveness of the alteration.
  - Ask students to demonstrate such things as making special holiday decorations utilizing fabrics or comparing advantages of various methods of spot and stain removal.

- Divide the class into small groups.

  - Place in groups those who enjoy working together, are working on similar types of projects, or have similar levels of ability or skill.

5. *The Student Learns Best When He Feels Secure*

- Give students individual attention; if they feel lost in the crowd, they may leave the class physically or mentally.

  - Be alert for the student who may be waiting to get your attention.
  - Be understanding because learning new skills may require changing old patterns. Explain that this is a common problem and not necessarily peculiar to older students. Because of this situation give reassurance frequently.
  - Encourage questions, suggestions, and disucssion.

- Show students you like and enjoy doing things with them.

  - Greet and teach students with enthusiasm. "Enthusiasm is not taught—it is caught."

- Show students that you value them as individuals.

    - Send a note to an absentee or a card on the occasion of some special event.
    - Ask students to bring in samples of completed work to show to classmates.
    - Praise good work.
    - Be moderate with criticism.
      Never criticize in presence of other students.
      Praise something first.
      Appeal to the student's self-interest.
      Find out why the student made the mistake.
      End with a smile.

- Show students that you can learn from them.

    - Ask students with special abilities to give demonstrations. If a student is working in industry, have him give labor's point of view of a specific problem or event.

6. *Nothing Succeeds Like Success*

- Give students a chance to be successful for a satisfying experience makes a person want to learn. The incentive to learn is deadened by too many failures.

    - Provide short units of work to give students a feeling of success and mastery.
    - Give approval promptly to let the student know when he is successful.
    - Exhibit students' work to publicize their achievements.
    - Produce a fashion show to permit display of accomplishments for the approval of others.

- Appraise the progress made toward goals established by the instructor and students.

    - Ask each student to complete a checksheet and evaluate his progress toward the achievement of the desired goals.

Remember?

- *The student learns best what he wants to know.*
- *Experiences are more meaningful when built upon step-by-step learning situations.*
- *The student learns what has personal meaning for him.*
- *The more the student is involved, the more he is likely to learn.*
- *The student learns best when he feels secure.*
- *Nothing succeeds like success.*

PRETEST DEVICES

Below are selected types of evaluative devices with sample questions that could be developed and used to determine a student's level of ability in clothing construction.

Performance Test

Directions: Using a sewing machine and the fabric supplied, perform the procedures listed below.

1. Wind a bobbin.
2. Thread the machine.
3. Set stitch regulator for basting.
4. Fold fabric on lengthwise grain.
5. Stitch $\frac{1}{2}$ inch from fold.

Personal Interview Guide

Directions: Ask student the following questions and record answers.

	Type of Answer Good	Poor
1. How would you place a pattern on the straight grain of the fabric?	1.___	___
2. How would you determine the correct size of pattern to buy?	2.___	___
3. How are pattern pieces put together?	3.___	___
4. How do you determine the correct size of machine stitch to use?	4.___	___
5. How and where do you use interfacing?	5.___	___
6. What is the purpose of understitching?	6.___	___

Objective Test

Directions: For each statement, write in the space provided the letter of the word or phrase which best completes each statement.

1. An example of a figure type is:
   (a) size 16 (b) 34" bust (c) junior (d) 5'6" tall 1. ____
2. An example of synthetic fiber is:
   (a) linen (b) silk (c) nylon (d) wool 2. ____
3. The lengthwise grain of fabric is parallel to the:
   (a) crosswise grain (b) selvage (c) bias (d) torn edge 3. ____
4. Armscye is the same as:
   (a) sleeve (b) armhole (c) wrist (d) neckline 4. ____

Planning the Textiles and Clothing Curriculum

Adult education is tailormade education. To be effective, it should serve the different needs of many kinds of people. To be meaningful, it should be flexible and include a great variety of teaching methods. To be included in a program of continuing education, it should be geared toward improving and increasing the level of each student's competence.

Education for personal and family living and education for occupational competence in service level jobs which utilize the knowledge and the skills of home economics are the two aspects of the home economics education program. Both aspects contribute to the overall goal of home economics by assisting family members to achieve a satisfying personal, family, and community life. In order to become effective parents and citizens, many adults need help in meeting the new and varying situations that occur in their homes, places of employment, and in the world. Therefore, it is important that one part of the continuing education program focus on home economics education.

Objectives and content as they relate to the phase of textiles and clothing are identified below. Additional objectives for home economics education can be found in the publication entitled, *Continuing Education in Home Economics for Out-Of-School Youth and Adults - A Guide for Planning and Organizing Local Programs*. In a given community and at a specific time, a program of continuing education in home economics may be more concerned with one objective than with another. Each of the objectives suggests a wide range of possible learnings and activities and provides a source of ideas from which to schedule opportunities for adult learning in a variety of ways. In addition to the objectives for the two aspects of the textiles and clothing program, major content areas are also listed.

PERSONAL AND FAMILY LIVING EDUCATION OBJECTIVES

Objectives for the personal and family living education aspect of home economics as they relate to textiles and clothing cover the broad spectrum of possibilities and are listed below. No single course is likely to contribute to the achievement of all the objectives but may provide substance for some. Study in textiles and clothing will help the adult student to:

- Understand how fashion is ever changing due to societal and economic factors and forces
- Follow good health and beauty practices and promote their use by other family members
- Recognize a well fitted garment

- Know characteristics of garments needed by individuals at different growth periods
- Use good consumer practices when making clothing purchases
- Be aware of trends in retailing and legislation which affect the consumer
- Make intelligent decisions in the selection and use of textiles
- Evaluate personal figure characteristics and select clothing accordingly
- Show judgment in home care of clothing
- Select and use properly appropriate sewing equipment
- Make judgments about selection of fabrics, pattern, pattern supplies, and sewing procedures in order to continue to develop sewing skills
- Make a well constructed garment
- Alter garments to bring them up-to-date and make them more becoming
- Find increased personal satisfaction in clothing construction

Content in the textiles and clothing aspect of home economics includes: fashions; grooming; selection, care, and construction of clothing; and textiles. A curriculum guide entitled *Resource Courses for Planning Local Adult Programs* provides general course outlines and content from which local programs can be developed. Information, understandings, and skills should be directly related to the special needs of participants.

Suggested phases of study in personal and family clothing include: selection, care, and construction of clothing - basic, intermediate, and advanced levels; tailoring - basic and advanced levels; children's clothing; personal appearance and grooming; selection and care of personal and family clothing; and buying clothing for the family.

OCCUPATIONAL EDUCATION OBJECTIVES

Objectives for the occupational education aspect of home economics as they relate to the curriculum area of clothing services pertain to the development of competencies needed to perform various jobs. Participation in a clothing service training program will help the adult student to:

- Be aware of personal qualities needed for success in jobs in the clothing services area
- Choose and use sewing equipment wisely and safely and maintain the work area efficiently
- Use a commercial pattern in the construction of clothing

- Exhibit basic skills in the construction process
- Make repairs and alterations on clothing
- Use equipment and supplies effectively in laundering, cleaning, and pressing of clothing
- Use facilities and equipment for efficient clothing storage

Content for many service-type occupations in clothing services have been grouped in clusters according to closely allied responsibilities. Each cluster heading implies content which would be covered in a training program. The content covered will depend on such factors as the current needs of adults, employment opportunities, ability level of individuals to be trained, and the availability of competent staff and facilities. The clothing services occupational clusters with selected job titles are listed below:

- Constructing garments - dressmaker's helper, hand sewer, seamstress, dressmaker, hat trinner, milliner's helper
- Altering garments - women's garment alterations, seamstress, alteration ripper, woman's garment fitter, alteration tailor's helper
- Collecting and sorting garments - clothes room worker, launderette attendant, marker, classifier
- Laundering and pressing garments - laundress, laundryman, ironer, hand presser, all-round presser
- Managing garments - wardrobe mistress, home clothing maintenance specialist
- Selling garments, accessories, fabrics, and sewing equipment - salesperson

ORGANIZATION OF A COURSE

Well-organized plans, flexible enough to meet the demands of changing situations, furnish a working basis for successfully achieving program goals. Suggestions for a program carried through from an overall plan down to a daily schedule are outlined in this section. Each session contributes toward the total program in which small objectives eventually lead to a larger, more comprehensive whole. However, the final test of good planning is that it should be workable. What may be suitable for one instructor may not be satisfactory for another. Successful instructors realize that situations differ, and therefore, will not attempt to use any course of study, training plan, or example as it is given but will adapt the material to meet their needs.

Planning a Total Course

Planning tends to give unity and coherence to a program. It helps the instructor to see the broad picture of the plan as well as the individual parts. A total plan involves the identification of tentative objectives

and the designation of an approximate time distribution for the program. Probably the most effective way of visualizing a whole course is to set up a tentative calendar. The form may vary but it should be posted or duplicated and distributed to participants for reference with the understanding that the plans are tentative and may be modified. The following example provides a suggestion for the development of a total plan. The course selected can be found in the Department publication containing adult courses for the homemaking aspect.

Course Title: Selection and Care of Personal and Family Clothing

Course Objectives

- To determine clothing needs for self and family
- To select clothing which is pleasing in appearance, well designed, and appropriate for the individual and occasion
- To follow good practices in the care of clothing including storing, laundering, pressing, removing stains, repairing, and remodeling

Calendar of Scope and Sequence (10 sessions, 2 hours each)

Sessions	*Content Outline*

3	Selection of Clothing
	• Factors to consider when determining individual and family needs
	  • Durability of available garments
	  • Activities of the individual
	• Factors to consider when selecting clothing
	  • Design
	  • Style
	  • Appropriateness to individual
	  • Appropriateness to occasion
	  • Quality

7	Care of Clothing
	• Procedures for care of clothing
	  • Removing stains
	  • Laundering garments
	  • Repairing garments
	  • Ironing and pressing garments
	  • Brushing garments
	✓ • Altering garments
	  • Redesigning garments
	  • Storing garments

Planning a Unit

Once the instructor has formulated a general picture of a program, it then becomes his responsibility to work out specific aspects of the program in more detail. This is frequently referred to as planning the unit. Planning each unit requires much the same procedure as planning the total course, except that the planning is limited to an area in which the adult students will work for only one or several sessions. This procedure makes it possible to give full consideration to individual needs, interests, and abilities.

Much of the unit planning can be done cooperatively with the class participants as situations arise. However, the burden of responsibility rests on the instructor. Only by having an extensive knowledge of objectives to be achieved and content to be covered, can the instructor plan meaningful experiences. The following example illustrates one way a unit plan can be developed. The material used is based on the calendar for Selection and Care of Personal and Family Clothing found in another part of this section.

Course Title: Selection and Care of Personal and Family Clothing

Unit: Selection of Clothing (three sessions)

Unit Objectives

- To determine clothing needs for self and family
- To select clothing which is pleasing in appearance, well designed, and appropriate for the individual and occasion

Suggested Learning Experiences

- Ask students to inventory current wardrobe of one family member. Determine those garments that are in good condition and those in need of repair, alteration, or removal. List activities of family member and determine additional wardrobe needs and the steps needed to complete the wardrobe.
- Invite a buyer from a retail store to discuss good shopping practices and quality construction in ready-to-wear merchandise.
- Show a film or filmstrip that illustrates line and design of clothing for various figure types. Discuss figure types and desirable ways to produce line, use color, and emphasize good figure features.

Planning a Session

Once the total course and the units have been carefully determined, it then becomes necessary to visualize a plan for each session. There is no one way of organizing a lesson plan; however, any lesson will include the following basic aspects:

- A *topic* to be introduced, developed, and concluded within a specific time schedule
- Specific *objectives* to evaluate a student's progress and the instructor's effectiveness
- *Teaching aids* to enhance a student's interests and cause him to work willingly and enthusiastically
- A *motivating procedure* to arouse a student's interest to a point that he wants to learn
- *Learning experiences* to indicate those understandings that are to take place and the content
- Teaching *methods* or *techniques* to stimulate and maintain a student's interest and promote the most effective learning experience selected according to the purposes, goals, interests and abilities of the group, and the ability of the instructor to use them
- A *summary* of the learnings at the conclusion of the lesson to see how well the aims have been achieved
- *Evaluative devices* to measure a student's progress
- *Instructor references* to locate specific content, illustrations, and aids useful in carrying out the session plans

The following example utilizes the various aspects of a well-planned lesson. The topic selected has been taken from the calandar of scope and sequence for the Selection and Care of Personal and Family Clothing and is checked (✓) for easy identification.

Course Title: Selection and Care of Personal and Family Clothing

Topic: Altering Garments (Time - 120 minutes)

Topic Objectives

- To recognize the relationship of proper fit to the individual's appearance
- To follow correct procedures involved in making some common alterations
- To recognize the kinds of alterations that can or cannot be made

Teaching Aids

A garment that needs altering

A film or filmstrip on the fitting of garments

Supplies and equipment needed for demonstrations or class use such as dress form; pressing equipment; measuring and marking supplies—tailor's chalk, pins, tape measure; scissors; shears; and a seam ripper

Various reference books and bulletins on the alteration of clothing

Motivating Procedure

Select a student to model a garment that needs alterating and have the class suggest possible changes. (Time - 10 minutes)

Learning Experiences

- Show and discuss a film of filmstrip on the fitting of garments. (Time - 20 minutes)

- Demonstrate the correct way to make some of the more common adjustments such as changing a hemline or waistline, letting out or taking in seams, adjusting shoulder line, adjusting length or width of sleeves, and realigning buttons. (Time - 60 minutes)

  Points to emphasize include:
  - Do fitting on the person, not on a dressmaker's form.
  - Check fit before stitching.
  - Do first things first - adjusting waistline, side seams, or shoulder seams before altering the hemline.
  - Work with grain of fabric.
  - Remove original stitching carefully.
  - Consider type of fabric for ease of handling, care, and permanency of stitchmarks.
  - Consider advisability of making the alteration including time, effort, cost, and the use of garment.

- Ask students to identify their major fitting problems, either individually or in subgroups. Locate illustrations in reference materials and list steps needed to alter various types of garments. Suggest that students select garments in their current wardrobe that need altering and bring them to the next session for discussion of problems encountered and possible solutions. (Time - 30 minutes)

Instructor Reference

Johnson, Mary. *Mary Johnson's guide to altering and restyling ready-made clothes*. New York. Dutton. 1964.

Giving Instruction

Through careful planning and implementation, the instructor will be able to motivate his students, help them to learn new skills, and to develop realistic goals and attitudes. At the same time the instructor will be able to achieve satisfying personal experiences and expand his educational achievements. Selecting and using suitable teaching methods, selecting and using appropriate teaching aids, and developing effective learning experiences are necessary for meaningful teaching. Each of these aspects is developed in detail on the following pages.

SELECTION AND USE OF SUITABLE TEACHING METHODS

"The" good teaching method is basically a method which is the best one for a particular type of situation or subject. No one method can be used in all situations. In selecting the most desirable method, the instructor needs to know the values of the various methods and how they are carried out. The value of a particular method depends on the skill and resourcefulness of both the instructor and the student. An instructor who uses a wide range of methods adds interest to his class and makes the subject matter more meaningful to the student. Those methods found most useful for teaching in the field of textiles and clothing are demonstration, guest speaker, role playing, panel or round table, field trip or tour, discussion, student project, and buzz session. Some advantages and suggestions for the use of each method are explained below. These methods may also be used with various teaching aids and other media.

- *Demonstration* - A procedure of doing and explaining some thing in the presence of others

Advantages
- Attracts and holds attention
- Understood easily
- Convincing
- Presents theory with practice

Where to Use
- Clothing construction - Straighten fabric before laying it on the pattern.
- Use and care of equipment - Use a machine for stitching.
- Care of clothing - Show the difference between ironing and pressing.

How to Use

Preparation
- Plan the steps including things to be done and points to emphasize. (Allow time for discussion.)

- Gather and organize materials similar to those used by students.
- Arrange for adequate space and light so that each student will be able to see and hear.
- Practice ahead of time.

Performance

- Give purpose of the demonstration; outline the main steps and state the important points.
- Show each step slowly and carefully and relate it to the next step.
- Raise questions and encourage students to ask questions.
- Ask selected students to assist with demonstration.
- Use illustrations and explanations.
- Supplement with literature, models, or visual aids.
- Make clear the "why," "how," and "when."
- Summarize key points on chalkboard or flannel board.
- Clarify questions.

Followup

- Request students to do the process one step at a time.
- Give individual guidance when needed.
- Raise questions to clarify points.
- Assist in application to personal needs.

- *Guest Speaker* - A competent person who has special knowledge in a particular field which is recognized and appreciated

Advantages

- Brings ideas and viewpoints not found in textbooks
- Clarifies information for students
- Lends authenticity to subject under discussion

Where to Use

- Care of the hair - Invite a beautician or beauty counselor to review current hair styles.
- Beauty in dress - Invite an art teacher to relate principles of color or art to dress.

How to Use

Preparation

- Assess contribution he will make to that particular class.
- Consider his attitude toward adult education and his ability to interest and communicate with adults.
- Contact initially by phone or in person; send followup letter confirming visit including place and time of arrival, size and makeup of class, topic and time available, a desire for a question and answer session, and permission to interrupt to clarify a point or ask a pertinent question.
- Determine physical facilities available in room and make arrangements for use of needed equipment.
- Prepare class in advance by giving name of speaker, topic, points he will discuss, and his qualifications as a resource person.

Performance
- Meet speaker.
- Assist in setting up materials.
- Introduce speaker to class.
- Clarify points and relate to previous classwork.
- Thank verbally and followup with a letter of appreciation.

Followup
- Review and discuss important points at next class session. (Could also indicate the effectiveness of speaker and the advisability of using his services again.)

- *Role Playing* - Class members spontaneous acting out a situation portraying a human relations problem common to the group

Advantages
- Presents a common situation for class discussion
- Helps students to react to a problem impersonally
- Assists students to identify personal problems

Where to Use
- Consumer practices and ethics - Dramatize a purchase at a local store to show what takes place or should take place between the shopper and the clerk.

How to Use

Preparation
- Select a particular skill or attitude.
- Describe characters to be played.
- Select participants.
- Give participants 8-10 minutes for preparation.

Performance
- Continue action until interest is at a peak both for the participants and the remainder of the class.

Followup
- Encourage questions and discussion by entire class.

- *Panel or Roundtable* - A small group discussing a topic in which they have a special interest

Advantages
- Helps members to think clearly and quickly and talk freely
- Presents to the class in an organized fashion the opinions of a group of people

Where to Use
- Consumer practices and ethics - Invite a merchant, a salesperson and a consumer to discuss the relationship between the consumer and the merchant.

How to Use

Preparation

- Arrange panel in a semicircle in front of entire class.
- Ask leader to introduce members and topic.
- Suggest that leader ask stimulating questions (advised ahead of time) to start discussion between panel members.

Performance

- End panel discussion after 20-25 minutes.

Followup

- Lead a discussion between the class and panel. (Could also be done by panel leader.)

- *Field Trip or Tour* - A group going to a specific place for a purpose such as observing a situation or an action

Advantages

- Obtains information at the source
- Assists to develop an understanding and appreciation for things as they are
- Helps to integrate the school and community
- Provides a good way to introduce or conclude a unit

Where to Use

- Consumer practices and ethics - Visit a shopping center to observe shopping procedures.
- Selection of fabrics - Visit the fabric department of a large store or a fabric center to see types of fabrics available.

How to Use

Preparation

- Relate trip to a basic idea or concept.
- Visit facility first to evaluate its educational significance.
- Arrange for trip in a business-like manner - request permission to visit facility, indicate number to expect, purpose of trip, time convenient for all involved, and secure approval of school administrator.
- Keep cost at a minimum.
- Arrange for transportation as a group if possible.
- Prepare students in advance as to: purpose, things to observe, time of departure and return, and cost.
- Divide class into small groups and have a guide or leader for each group to maintain interest.

Performance

- Encourage students to ask questions. (Some may be formulated in advance.)
- Complete objectives agreed upon.
- Leave time for summary of highlights.

Followup

- Schedule meeting of group as soon after trip as possible to review things observed and to answer questions.

- Evaluate trip in terms of: objectives agreed upon, interest shown by students, number and kinds of questions asked, attitude and response of students, the extent that students put into action the practices observed.

- *Discussion* - A group of people talking over a particular problem for which further information is desired

Advantages
- Helps to gather much information before reaching decisions or solving problems
- Reinforces ideas and concepts
- Provides a way to go from the known to the unknown by reasoning
- Determines if a particular content has been mastered

Where to Use
- Wardrobe planning - Discuss factors which determine whether to buy, make, or remodel garments.
- Consumer education - Discuss the importance of studying and understanding the label before buying.

How to Use

Preparation
- Decide on learning objectives.
- Gather resource materials, organize into lesson plans, and prepare questions related to areas of discussion.
- Know as much as possible in advance about the personalities, backgrounds, and opinions of the students in order to recognize their needs.

Performance
- Guide the discussion to meet the needs of the individual class members.

Followup
- Suggest sources of information so that students may pursue the topic if they desire.

- *Student Project* - A special assignment planned and carried out by an individual or a group

Advantages
- Concentrates interest and attention
- Encourages expression and experimentation
- Changes words and ideas into a relevant and functional form

Where to Use
- Selection of accessories - Choose suitable accessories to use with a particular type garment.
- Selection of fabrics - Collect swatches of fabric suitable for a tailored suit or coat.

How to Use

Preparation

- Cover one idea - focus on a single point.
- Keep simple - avoid clutter.
- Limit reading to a few words.
- Use color boldly, but wisely. (Can indicate a mood.)
- Utilize action and motion - "mobiles."

Performance

- May be developed as the course progresses.

Followup

- Refer to the exhibit when the subject matter relates to it since the students may have an associated visual impression.

- *"Buzz" Sessions* - A large group divided into subgroups for more individual participation

Advantages

- Provides an excellent means for starting a class
- Encourages shy members to speak up

Where to Use

- Personal appearnace - Discuss the effects that clothes have on an individual.
- Effects of advertising on the consumer - Discuss the advantages and disadvantages of advertising to the consumer.

How to Use

Preparation

- Select topic for discussion.
- Divide class into subgroups (4-5 people) and arrange members in a circle.
- Limit the discussion to a definite length of time.

Performance

- Appoint a student to record pertinent points and to report to entire class at end of session.

Followup

- Lead full class discussion after each recorder has reported.

SELECTION AND USE OF APPROPRIATE TEACHING AIDS

A kit of sample teaching aids has been prepared to acquaint the inexperienced instructor with the various kinds of sources of materials that are available. If a kit of materials is not available at your school, write to the Bureau of Continuing Education Curriculum Development, State Education Department, Albany, New York 12224, and request the *Resource Kit, Tips for Teaching Textiles and Clothing*.

- *What Are Teaching Aids?*
  - Supplemental instructional devices such as pamphlets, films, filmstrips, tapes, transparencies, charts, posters, magazines, newspapers, and flannelboard presentations

- *Why Are Teaching Aids Used?*
  - Contain current information.
  - Add interest and variety to the presentation
  - Help make the adult student more independent since he can refer back to them for additional information

- *Where Are Teaching Aids Found?*
  - Available from business companies, extension service, and other organizations (Sources for free and inexpensive teaching aids pertinent to the field of textiles and clothing are listed on pp. 40-44.)

- *How Are Teaching Aids Secured?*
  - Use official school stationery, mention position, and state that the items will be used in the school.
  - Indicate second and third choices of dates when borrowing materials.
  - Request sample copies for examination with the privilege of ordering in quantity for students. (Some free and inexpensive materials will not be sent in large quantities but may be obtained by the individual student; several of the extension bulletins fall into this category.)
  - Send for item several weeks before it is needed.

- *How Are Teaching Aids Selected?*
  - Establish criteria for judging the value of a teaching aid including such items as date, accuracy, amount of advertising, simplicity, understandability, compactness, and appropriateness.
  - Use or develop a checklist similar to the sample at the end of this section.

- *When Are Teaching Aids Used?*

  Charts and Posters
  - To promote a discussion
  - To reinforce a point
  - To provide good reference material for use by the learner at home and/or in school

  Films, Filmstrips, and Slides
  - To show a single concept or a sequence of events as in a step-by-step development of skills
  - To introduce or review a new understanding
  - To provide a common experience background for a class
  - To show processes too small, too slow, or too fast to be observed
  - To promote discussion

  Flannel Board Presentations
  - To help develop ideas in proper order
  - To utilize both sight and sound to get a point across

  Projected Still Pictures and Transparencies
  - To show printed material or a picture on a screen so that all students can see it at the same time
  - To give detailed instruction or introduce a demonstration

- To focus attention on a specific part of a lesson
- To stimulate discussion
- To introduce or review a lesson
- To develop a unit from the separate parts

Publications
- To motivate student's interest in studying a topic - use covers of publications and illustrations from materials on bulletin boards
- To provide students with resources for home use - display free materials in quantity for students to pick up, read, and take with them
- To help students gain new knowledge - distribute copies of folder or booklet and assign for class reading
- To interpret values and activities of class to others - exhibit at open house and in school display cases

Tapes and Transcriptions
- To stimulate discussion
- To encourage students to think of "action steps" they can take as a result of hearing tapes and transcriptions (For example, a class studying "the why and how of fashion" might tape a discussion on the reasons we dress as we do. Another class might listen to the tape and use it as a basis of discussion. This is especially good if a teacher has two entirely different groups of students.)
- To use a talk given by a resource person in other classes

Video Tapes
- To stimulate discussion
- To bring to the classroom programs that would be impossible to obtain "live"
- To serve as a master teacher, thus releasing the instructor for more individual interpretation and supervision
- To allow students to view a program during class time instead of having "homework" assigned at inconvenient hours

- *What Preparation Is Necessary Prior to the Use of Teaching Aids?*
  - Order required equipment ahead of time from the secondary home economics supervisor or teacher, director of adult education, principal, or person in charge of audiovisual equipment. (Such equipment would include: overhead projector, opaque projector, movie projector, record player, tape recorder, flannel board.)
  - Preview teaching aid before showing it to the class to be sure it fits their needs. (Adult students have an intense dislike for "time fillers.")
  - Make arrangements to learn how to operate the equipment. (Adult instructors cannot always find someone to help them operate equipment during the class session.)
  - Arrange room so that everyone can see.
  - Place screen so the least amount of outside light is reflected onto it.
  - Darken room to improve the projection of films, filmstrips, slides, or pictures viewed through the opaque projector.
  - Explain to class what they will see and discuss the more important terms used.

- Stop film or filmstrip as needed during presentation for class discussion.
- Plan a question and answer session or group discussion following use of film, filmstrip, or tape.

- *How are Teaching Aids Maintained and Stored?*
  - Date all materials and discard items that become obsolete.
  - Organize materials for filing; place under such categories as grooming, fashion, textiles, construction, selection, care, or employment opportunities.
  - Store in a portable file or a cabinet in the classroom which is assigned only for use by the adult instructor.
  - Store transparencies with a tissue or sheet of paper between each one to prevent damage.
  - Store films and filmstrips in a cool, dry, dark area.

DEVELOPMENT OF EFFECTIVE LEARNING EXPERIENCES

In addition to establishing the tentative objectives, the instructor also develops adequate experiences which guide the students to the acheivement of those objectives. The instructor must at all times balance the mental experiences with the physical activities if the complete development of the individual is to be attained. While it is probably neither possible nor desirable to separate a mental experience from a physical experience, there are certain objectives which may include more mental activity than physical and vice versa. The following examples may serve as illustrations:

Example A

Objective
To determine the most effective lines for various figure types

Experiences
Show a film or filmstrip that gives examples and presents the effects of various lines on a variety of figures. (Largely mental)

Have students experiment with various pattern lines on each other and discuss the effect on the individual. (Both mental and physical)

Example B

Objective
To learn how various fibers and fabrics are made

Experiences
Show a film on making fibers and fabrics and discuss the characteristics of various fabrics. (largely mental)

Show the various characteristics of sample fabrics. Have students test samples for such characteristics as flammability, absorbency, pilling, and crocking. (both mental and physical)

All experiences should be considered tentative and capable of modification. Frequently an experience will have to be changed if the group finds a variation in conditions or if additional evidence makes them realize that something has been overlooked.

The examples of selected learning experiences given below show that a variety of teaching methods and aids can be incorporated into an exciting experience. An attempt has been made to select representative learning experiences from the total clothing curriculum for both homemaking and occupational education. These learning experiences are appropriate to teach aspects of essential learnings in the following courses: Selection, Care, and Construction of Clothing (Basic); Selection and Care of Personal and Family Clothing; Children's Clothing; Personal Appearance and Grooming; and Clothing Services.

In the following examples of learning experiences, teaching aids are capitalized and methods are italicized.

Area of Study: Selection, Care, and Construction of Clothing (Basic)

- Selection of Project

  Distribute PRETEST for adult clothing class. Request students to complete the PRETEST; *explain* that it will be used to identify their ability and interest levels. *Evaluate* the results and use the information as basis for *grouping* students and having them select appropriate types of *projects*.

- Selection of Pattern

  Show FILMSTRIP on figure types to identify the various figures for which patterns are made. Refer to commercial CHARTS and *demonstrate* how pattern sizes vary according to height, body measurements, and contour, rather than according to age or ready-to-wear size. Have students *determine* pattern size by taking and recording partner's measurements and then comparing with standard body measurements listed on chart.

- Selection and Use of Personal Sewing Equipment

  Display labeled sewing TOOLS and EQUIPMENT; have students *identify* by name and use. *Plan* with students a list of essential and nonessential but desirable tools and equipment for use at school and at home.

- Operation of Sewing Machine

  Distribute commercial MANUALS or teacher-prepared SHEETS which describe and illustrate the parts and functions of the sewing machine. Use large CHARTS and have students *locate* various parts of the machine. Divide the class into small groups and have students *practice* threading machine, adjusting tension, and

replacing a needle. *Demonstrate* by means of a breaktest how to identify proper balance between upper and lower tension.

- Alteration of Garments and Commercial Patterns

  Explain the use of commercially-prepared bodice SHELLS that are available in assorted sizes. Have students *try* on size closest to their own to see where alterations are needed. *Show* the same areas on a paper PATTERN. Have students *make* required adjustments, allowing for ease, following the steps outlined in reference MANUALS or a guide SHEET. Alter adjoining sections so that seam lines will still match.

- Selection and Use of Sewing Machine Attachments

  Display sewing machine ATTACHMENTS used for different processes such as tucker, buttonholer, zipper foot, hemmer, and gathering foot. *Show* SAMPLES of products made by using each attachment. *Demonstrate* use of the attachments as the need arises and *point out* specific kinds of stitch regulation or control required. Have students *study* directions in the instruction MANUAL and *practice* on a SAMPLE of fabric similar to the one to be used in their *project*.

- Construction of Garment - Preparation of Material

  Display two readymade DRESSES that are similar with the exception that one is cut on grain and the other off grain. After both dresses have been examined by the students, *elicit* from them statements showing that they recognize the fact that grain affects appearance and hang of garments. Emphasize importance of straightening grain before laying out pattern. *Demonstrate* methods of straightening fabric such as tearing on crosswise grain, pulling a crosswise thread and cutting through the drawn space, or stretching fabric on bias in opposite directions until crosswise threads are squared with the selvage. *Inform* students that some of the newer finishes result in fabrics that are permanetly off grain. Have students *straighten* their FABRIC using the most appropriate method.

- Color and Design of Fabric in Relation to Pattern and Individual

  Use TRANSPARENCIES and OVERLAYS to *show* how an optical illusion is created by different lines, designs, and color. *Drape* sample lengths of FABRIC on FORMS to develop more fully this understanding and to recognize the additional impact of color and texture. *Discuss* fabrics suggested on the pattern envelopes and have students *make* their selection based on their figure and taste.

Area of Study: Selection and Care of Personal and Family Clothing

- Selection of Fabric

  Distribute labeled SWATCHES of fabrics with different fiber content. Use commercially prepared BULLETINS or PUBLICATIONS for reference information on the care of specific types of fabrics. *Discuss* reasons why directions for care of fabrics vary according to fiber content, weave, and finish. *Demonstrate* effects of soap, hot iron, and excessive handling on the various SAMPLES distributed. From these findings have students *determine* methods of selecting a fabric with specific characteristics.

Area of Study: Children's Clothing

- Selection of Children's Clothing

  Use an OPAQUE PROJECTOR to *show* CARTOONS that illustrate situations involving children to stimulate a *discussion* of the physical and personality differences among children at different ages. *Show* SAMPLES and ILLUSTRATIONS of children's clothing for the various age groups discussed and *point out* differences in fabric, style features, and silhouettes. Have students *select* a basic wardrobe for a child of a particular age, keeping in mind that personal characteristics of a child affect the choice of a garment.

Area of Study: Personal Appearance and Grooming

- Accessory Selection

  Demonstrate using a FLANNEL BOARD the effects of different kinds of accessories on a basic costume. *Discuss* the suitability of accessories to the individual and to the garment in terms of color, use, and type of garment. Suggest that students *make* or *purchase* an accessory suitable for a specific garment or costume.

- Achievement of Good Physical and Mental Health

  Use SHADOW PICTURES to *demonstrate* good and poor posture. This may be done by using a sheet in a doorway with a strong light behind the demonstrators, who may be volunteers from the group. Have students *analyze* the effects of good and poor posture on appearance.

- Achievement of a Pleasing Appearance Through Good Grooming Practices - Care of Hair

  Arrange to have class *visit* a local school of cosmetology for a demonstration of hairstyling. Alert students to *observe* how the face, figure, occasion, and fashion trends determine the way the hair is styled. Have each student *select* a hairstyle best suited to her features.

Area of Study: Clothing Services

- The Successful Employee

  Invite a PERSONNEL DIRECTOR of a local department store to discuss the type of employees that he would hire. Have students prepare for the meeting by *selecting* from the "Help Wanted" section of a newspaper an example of a desirable job and *analyzing* the qualifications required. Ask students to be prepared to present *questions* to the speaker concerning job skills and competencies required for successful job performance. Following the speaker's presentation, *discuss* the criteria established by the students versus that given by the resource person.

- The Basis for Management

  Divide class into *"buzz" groups* to discuss and enumerate specific responsibilities of the employed adult at home and on the job. Ask them to record problem areas and to describe personal methods of solution where good management made the difference between success and failure. Form a *panel* made up of a representative from each group to present a summary of the group's experiences. Have class *evaluate* the management techniques employed in terms of time, energy, and money.

- Safety on the Job

  Prepare a BULLETIN BOARD display of POSTERS or NOTICES pointing out local safety regulations. *Display* a PHOTOGRAPH of a recent fire in the community to stimulate *discussion* on the reasons that safety and health provisions are included in union contracts and why State Departments of Labor, Industry, and Health regulate safety, sanitation, and fire control. *Elicit* from students factors contributing to accidents including carelessness, fatigue, lack of information or knowledge, defective equipment, hazardous conditions, lack of sanitary facilities, and clutter. Have students fill out a CHECKSHEET of hazardous conditions on the job or at home.

FORM FOR EVALUATING TEACHING AIDS

Directions: Record title of specific teaching aid and identify as a publication (P), film (F), filmstrip (FS), transparency (TR), chart (CT), tape (TP), or other (O).
Record publisher by source code and then list with the address on a card or another sheet.
Review teaching aid in relation to its method of presentation, content, and level and score each area using the following code: Excellent - 3; Acceptable - 2; Poor - 1; Does Not Apply - NA.
Compute and record average score.
Record comments relative to specific areas of strength, special emphasis, or other details.

TITLE OF TEACHING AID	CODE		METHOD OF PRESENTATION						CONTENT			LEVEL			AVG. SCORE	COMMENTS
	Type of Aid	Source	Attractive	Simple-Clear	Well Organized	Easy to Read	Easy to Store	Easy to Display	Up-to-Date	Accurate	Advertising	Teenager	Adult	Instructor		

Providing an Effective Learning Environment

The environment in which learning takes place helps to determine the kind of growth that will occur. Attractive, well-equipped rooms encourage the development of many aspects of textiles and clothing and provide for the use of a variety of teaching methods and aids.

In Section IV, various learning experiences are suggested that illustrate ways in which instructors can help students develop the ability to think critically, be creative, and make wise decisions. These abilities can be developed through opportunities to examine, test, and compare a variety of products, equipment, and procedures in relation to the actual concerns of individuals and families. With this in mind select the best possible location for the specific program to be taught.

The home economics department in the local school or in the area occupational center is usually adequately equipped to teach courses pertaining to home economics. If appropriate school facilities are not available, make use of a church, a public library, the YWCA, a business place, or a private home. A description of an effective physical environment and ideas for utilizing resources to supplement classroom facilities are given below.

CHARACTERISTICS OF AN EFFECTIVE PHYSICAL ENVIRONMENT

Space and equipment are essential tools of learning that provide the setting in which all facets of a program may function. Desirable facilities for home economics textile and clothing programs include an instructional classroom area for related content presentation, a laboratory area for the development and practice of skills, and a laundry-storage area for instruction in the care of clothing and storage of instructional materials, equipment, and supplies. These basic areas may be separate adjacent rooms or located within one flexible space.

The instructional classroom area should provide for an instructor work and conference center, a presentation center, and an audiovisual center. The clothing laboratory area should provide for a construction center which would include a place for experiences in applying art principles and for the study of textiles used in clothing, an altering and grooming center, and a clothing care center. The laboratory space would be arranged and equipped to approximate a home and/or a commercial center for clothing care, repair, and construction, depending upon the emphasis of the program content. The laundry-storage area should provide for a laundry center, a care and repair center, and a storage center. The laundry-storage space would be arranged and equipped to carry out the necessary services of laundry care and repair and also serve as a storage and resource area for equipment not otherwise available in the laboratory.

The home economics clothing facility should provide all the instructional space and equipment needed for effective teaching. Lacking specific items, the creative instructor will seek opportunities to use facilities and resources in the school and community which would enrich and supplement the program.

RESOURCES TO SUPPLEMENT CLASSROOM FACILITIES

In most cases the adult instructor will be using existing facilities for which someone else has major responsibility. This situation may make it difficult to promote major changes in room arrangement. However, it is possible through the budget for adult education to request additional equipment and supplies.

A meaningful teaching program will utilize different kinds of resources to add depth, variety, and vitality to the subject and may include:

School Resources

- Director of adult education
- Faculty of adult education program
- Secondary school faculty
- Adult students
- Teaching aids, equipment, and supplies
- Library

Community Resources

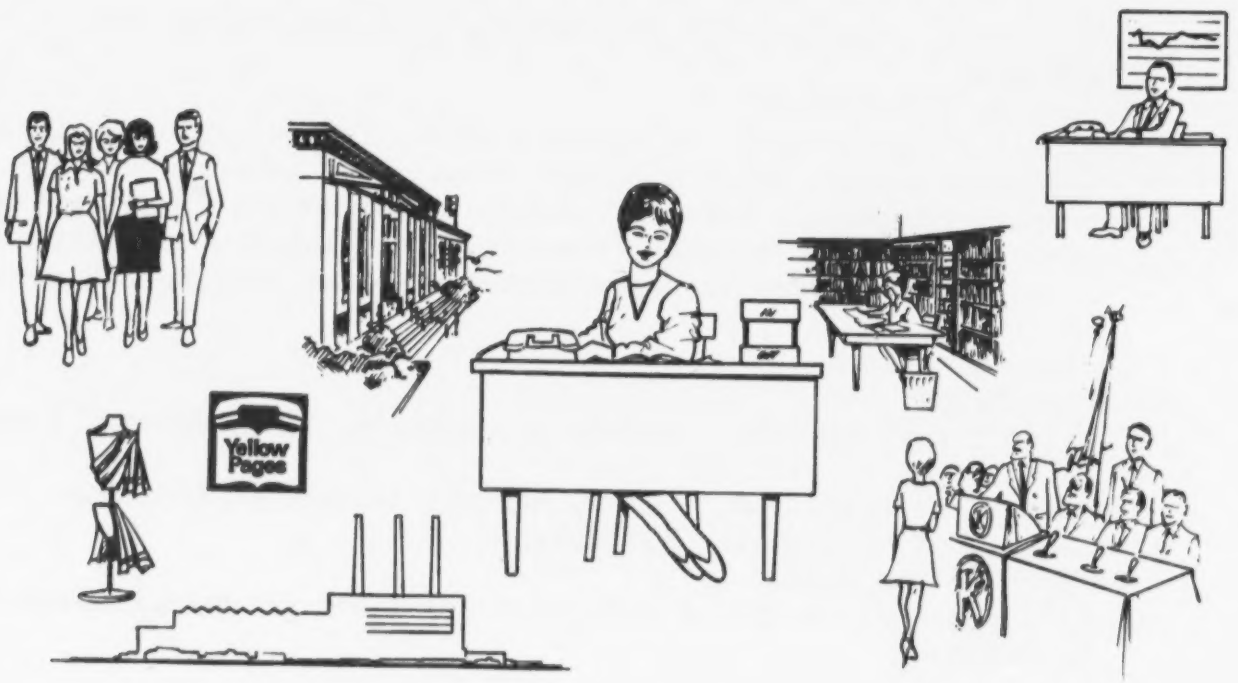
- Specialists - individuals outstanding in a particular area or subject
- Libraries and museums
- Business organizations - clothing stores, factories, or workshops; millinery shops; costume rental shops; dressmakers' shops; textile companies; theater wardrobe departments; local appliance stores or utility company; commercial drycleaning establishments; hotel clothing service departments; hospital mending and repair divisions
- Industrial plants
- Labor unions
- Service organizations - Chamber of Commerce, YWCA, Rotary, Kiwanis, Lions
- Fraternal organizations - Elks, Masons, Knights of Columbus
- Household of cooperating homemakers
- Offices of employment
- Yellow pages of telephone directory for other potential community resources

In addition to providing speakers and tours, many businesses and industries are willing to supply such educational aids as films, slides, and brochures. Museums may have exhibits relating to clothing and also be able to provide resource people. Service and fraternal organizations may be willing to sponsor such things as fashion shows or displays of finished projects.

As various resources are located and utilized, it is desirable to establish a file of vital information for future use by the instructor or other interested persons. They may be done on 3" x 5" cards.

Name of business or individual
Address
Person to contact (in case of business)
Information available
No. accommodated (field trip) Time required
Convenient time for field trip or resource person to attend a session

Supplementary resources are effective teaching devices when they contribute to the purpose of the program and are used efficiently, relative to time, space, and information available. The facilities and resources selected should promote good teaching and learning and permit each individual to develop to his greatest potential through experiences in the program.



UTILIZING SCHOOL AND COMMUNITY RESOURCES

Evaluating Teaching Effectiveness

Education aims to change behavior patterns. Evaluation is a means of determining the extent to which behavior has been modified in an instructional program. It is the process of assessing the degree to which one is achieving his objectives, a look at one's present position in relation to one's goals, and a judgment of how well something is being done.

Good evaluative techniques help students to obtain evidence of progress relative to their own abilities and expected achievement, as well as help them increase their skill in assessing situations and in reaching sound decisions. The instructor is able to judge the quality of instruction, see where changes are needed to stimulate improved learnings, and estimate student potential and progress. Various evaluative techniques should be used throughout the teaching-learning process.

USE OF EVALUATIVE DEVICES

Before instruction begins, tests and other measuring devices can be used to determine strengths in knowledge and skills for performing specific tasks. Refer to Section I for additional information on pretesting before instruction begins. During instruction, evaluative devices can be used to stimulate learning and determine progress toward objectives. Following instruction, measuring devices can be used to determine the amount of factual knowledge the student retained, the student's comprehension of the material presented, and the ability of the student to apply the newly acquired information.

There are many types of evaluative techniques. Each one should be selected for a specific purpose and interpreted in relation to that purpose. Some devices useful in collecting evidence are listed below. Sample questions for the various devices are given later in this section.

TYPE OF EVIDENCE	EXAMPLE OF DEVICES
Understandings	Tests - short answer, essay, multiple choice
Manipulative abilities and skills	Observation guides, rating scales, score cards
Observation and research	Reports of field trips, interviews, individual study projects
Student growth	Questionnaries, checklists, personal rating scales

Careful planning is needed to achieve maximum results from an evaluative technique. Some points to consider include the following:

- Select or develop an evaluative technique in relation to specific objectives or purpose.
- Assemble supplies, materials, and equipment needed to implement the technique.
- Orient students to the purpose of the evaluation, the particular techniques being used, and the method for scoring.
- Analyze and return results as quickly as possible.
- Draw implications for further action to be taken by the instructor and student.
- Revise devices and techniques as needed.
- Use evaluation to encourage each student to reach his maximum level of achievement.

SELECTION OF EVALUATIVE DEVICES

Many devices have been developed for the purpose of evaluating progress. The types of evaluation vary, but generally they can be divided into three categories: informal, semiformal, and formal. Informal evaluation takes place when a student or an instructor determines the progress of the lesson or project. Semiformal evaluation is a more systemic approach often utilizing such devices as tests, surveys, objective scales, and rating sheets. Formal evaluation is a structured procedure utilizing control groups, specific objectives, and standard keys.

Evaluation should be a continuous process for the instructor and students so they can see their progress and the areas that need improvement. One of the more common ways to evaluate is by testing, which shows the instructor what to reemphasize or review. Three of the most common types of tests used in teaching textiles and clothing are classified as performance, objective, and subjective and are explained below.

- A performance or practical test measures skills and abilities to perform a process.
- An objective test contains questions requiring short answers, often based on memory and recall, and scored by means of a key. Common types of questions used are multiple choice, matching, and completion.
- A subjective or an essay-type test is based on the understanding of subject matter and scored on the basis of the judgment of the scorer rather than by reference to a key.

Performance tests provide a comparison of the individual against a given standard or himself and can help to emphasize a need or pinpoint a skill. Objective tests can check an individual's scope of knowledge by a wide sampling of items. Essay questions are used to evaluate the ability of the individual to organize ideas. Although essay questions are not frequently used for testing purposes in adult clothing classes, they can provide the instructor and student with some knowledge of the progress toward a goal or promote general discussion after students complete the questions. Thought provoking questions such as, "What would you do if...," "Explain why...," and "Assume that you were..." allow the individual to give and support his ideas with facts.

The experience of having to "take a test" is often frightening and disturbing to an adult. Evaluation should be presented to adult students in relation to goals so they can determine how far they have progressed as well as to determine their weaknesses. It is also important that adult students understand that they are being judged against themselves or a standard rather than their peers. Therefore, the sensitive adult instructor will say, "Shall we see how well you can do?," "How much do you remember?," or "Where do you need help?" rather than, "We are going to have a test."

Since adults place a high priority on time, evaluation should be carefully intergrated into the total program. Evaluation can indicate a need to review before going on to the next point. There is seldom a need for formal evaluation in adult textiles and clothing classes, for an effective appraisal can be accomplished with other types of measuring devices. Oral evaluation is one means of determining progress, but it is time consuming and usually limited in scope. Tests are used commonly as a means of evaluation, as they are convenient and adaptable to a variety of situations. Rating scales that help students to evaluate their standards of performance are especially good in occupational training.

The remainder of this section is devoted to examples of how evaluation can be integrated into a lesson and to various types of devices and questions that are especially applicable to the area of textiles and clothing. The situations described below show how evaluative techniques can become a part of a lesson for the mutual benefit of the instructor and student.

SITUATION	METHOD
To help students recall the order, specific steps, or check points of a demonstration	Give a written or oral objective or performance test
To help students analyze and apply specific skills and information following the completion of a project	Use a score card or assign a related project
To help students pinpoint significant ideas after a guest speaker	Give a written or an oral essay question or an objective test

CHECKLIST FOR TEACHER SELF-EVALUATION

Directions: Score yourself by placing a check (✓) in the appropriate column. Areas in need of improvement will be identified by checks found in the "NO" or "SOME" columns. This is a self-evaluation to help you improve your teaching.

	YES	NO	SOME
1. Do you utilize the State course of study?	____	____	____
2. Do you modify the course to meet student needs, after the first meeting?	____	____	____
3. Do you prepare lesson plans?	____	____	____
4. Do you evaluate your lessons for:			
a. specific objectives?	____	____	____
b. variety of teaching methods?	____	____	____
c. variety of teaching aids?	____	____	____
d. logical development of subject matter?	____	____	____
e. best use of class time?	____	____	____
f. individual differences?	____	____	____
g. participation by all students?	____	____	____
h. weak spots in your knowledge of the subject?	____	____	____
5. Does the attendance record reflect a high level of student interest?	____	____	____
6. Do you pay careful attention to student progress?	____	____	____
7. Do your students know ways to evaluate their own work?	____	____	____
8. Do you motivate your students to engage in related outside activities?	____	____	____
9. Do you give careful attention to the facilities, equipment, and physical condition of the classroom?	____	____	____
10. Do your students feel free to ask questions?	____	____	____

Results: Look back to see what statements you did not check YES. Set some personal goals to improve one or more of these points at future class meetings.

STUDENT SCORE CARD FOR JUDGING PLAIN SEAMS

Directions: Rate each of your construction techniques according to the following scale: Excellent - 3; Acceptable - 2; Needs Improving - 1.

Total and compare your score with the key given below.

CONSTRUCTION TECHNIQUES	RATING
Length of stitches suitable to fabric.	____
Proper tension	____
Correct width of seams	____
Stitching follows seam lines accurately.	____
Ends securely fastened and cut	____
Seams correctly pressed.	____
Seams suitably finished.	____
Total	____

Key for Score	
How is the quality of your workmanship?	
7-11	Inaccurate
12-17	Average
18-21	Accurate

MACHINE STITCHING PERFORMANCE TEST†

Objectives

- To determine the ability to follow directions
- To determine the ability to perform machine stitching
- To determine the ability to work with small measurements

Suggestions For Use

Provide each student with a 6-inch torn square of percale or similar fabric with a selvage, thread, bobbin, scissors, a measure, and pins.

Directions

Perform the following steps using the materials provided:

1. Stitch $\frac{5}{8}$ inch from the selvage with a regulation stitch.
2. Stitch a hem $\frac{3}{4}$ inch wide on edge perpendicular (or at right angles) to the selvage and lock ends of stitching.
3. Stitch a row of machine basting $\frac{1}{2}$ inch from the edge opposite the selvage.
4. Rate your work according to the score card below.
5. When finished, pin your sample to the score card and return both to the instructor.

SCORE CARD			
Objectives	Standard Score	Actual Score	
		Pupil	Teacher
I. Following directions - 25			
Work done on stated edge.	10		
All widths as given	15		
II. Machine stitching - 40			
Proper tension adjustment	10		
Proper length of stitch for situation	10		
Stitches even	10		
Stitches straight	10		
III. Hemming - 35			
Staystitching used correctly.	20		
Turned to wrong side.	5		
Stitched on edge.	5		
Stitches locked at ends	5		
Total	100		

†Adapted from *Evaluation in Home Economics;* 1957 edition by M. G. McFarland, The Indiana Home Economics Association, Purdue University, Lafayette, Ind.

TYPES OF OBJECTIVE TESTS

Multiple Choice

Directions: For each statement, write in the space provided the letter of the phrase which best completes each statement.

1. A facing is edgestitched to:
   (a) prevent it from raveling (c) keep it flat
   (b) keep the grain line even (d) provide decoration 1. _____

2. In buying thread for machine stitching, the color should be:
   (a) lighter than the material (c) same as the material
   (b) slightly darker than the material (d) different from the material 2. _____

3. A bias strip of material is cut:
   (a) on the lengthwise grain (c) on the true diagonal
   (b) on the crosswise grain (d) on all of these 3. _____

Completion Test

Directions: In the space provided, write the word or phrase which best completes the statement.

1. The grain of the fabric which is parallel to the selvage is called the __(1)__. 1. _____

2. Another name for a cording foot is a (an) __(2)__. 2. _____

3. The name of the stitching that holds the trimmed seam edges to the underneath side of a faced area is __(3)__. 3. _____

Matching Test

Directions: In the space provided to the left of each item in Column A, write the number of the word or phrase from Column B which best defines the item in Column A.

Column A	Column B
_____ A fuzzy surface that makes material have an up and a down	1. bias
_____ Grain that runs parallel to selvage of material	2. crosswise grain
_____ The direction of the material which stretches the most	3. nap
	4. lengthwise grain

Scource List

FREE AND INEXPENSIVE TEACHING MATERIALS

1. American Cyanamid Co.
   Fibers Division
   111 West 40th St.
   New York, N.Y. 10018

2. American Home Economics Assn.
   1600 Twentieth St., NW.
   Washington, D.C. 20009

3. American Home Products Corp.
   685 Third Ave.
   New York, N.Y. 10017

4. American Institute of Laundering
   Public Relations Division
   Joliet, Ill. 60400

5. American Medical Assn.
   Committee on Cutaneous Health
   and Cosmetics
   535 North Dearborn St.
   Chicago, Ill. 60610

6. Ascot Textile Corp.
   Retail Division
   469 Seventh Ave.
   New York, N.Y. 10018

7. Bac-A-Brand Products, Inc.
   85 Tenth Ave.
   New York, N.Y. 10011

8. Beaunit Fibers
   Advertising Dept.
   261 Fifth Ave.
   New York, N.Y. 10016

9. Burlington Industries, Inc.
   Public Relations Dept.
   1430 Broadway
   New York, N.Y. 10018

10. Celanese Fibers Marketing Co.
    Consumer Relations
    522 Fifth Ave.
    New York, N.Y. 10036

11. Chemstrand Co.
    Public Relations Dept.
    350 Fifth Ave.
    New York, N.Y. 10001

12. Coats and Clark, Inc.
    430 Park Ave.
    New York, N.Y. 10022

13. Cohn-Hall-Marx Co.
    Cohama Division
    Fashion Director
    1407 Broadway
    New York, N.Y. 10017

14. Cone Mills, Inc.
    Educational Dept.
    1440 Broadway
    New York, N.Y. 10018

15. Consumers Union
    Education Service Bureau
    256 Washington St.
    Mount Vernon, N.Y. 10550

16. Corduroy Council of America
    15 East 53rd St.
    New York, N.Y. 10022

17. Cornell University
    Mailing Room
    Building 7 Research Park
    Ithaca, N.Y. 14850

18. Corset and Brassiere Council
    180 Madison Ave.
    New York, N.Y. 10016

19. Corticelli Silk Co.
Educational Dept.
1407 Broadway
New York, N.Y. 10018

20. Dan River Mills
Advertising Dept.
111 West 40th St.
New York, N.Y. 10018

21. Designer's Fabric Buy-Mail
Box 569
Evanston, Ill. 60204

22. Dixo Co., Inc.
Dept. 24
158 Central Ave.
Rochelle Park, N.J. 07662

23. E. I. du Pont de Nemours and Co.
Public Relations Dept.
Wilmington, Del. 19898

24. Eastman Chemical Products, Inc.
Fibers Division
Educational Dept.
260 Madison Ave.
New York, N.Y. 10016

25. Educators Progress Service
Box 497
Randolph, Wis. 53056

26. FMC Corp.
American Viscose Division
Product Information Services
350 Fifth Ave.
New York, N.Y. 10001

27. Faultless Starch Co.
1025 West Eighth St.
Kansas City, Mo. 64101

28. Federal Trade Commission
Bureau of Textiles and Furs
Washington, D.C. 20580

29. Five Magic Mirrors
Box 6953
Cleveland, Ohio 44101

30. Formfit-Rogers
400 South Peoria St.
Chicago, Ill. 60607

31. Fox Millinery Supply
162 North State St.
Chicago, Ill. 60601

32. Fumol Corp.
Promotion and Sales
49-65 Van Dam St.
Long Island City, N.Y. 11101

33. George Peabody College For Teachers
Division of Surveys and
Field Service
Nashville, Tenn. 37203

34. Glenoit Mills, Inc.
111 West 40th St.
New York, N.Y. 10018

35. Good Housekeeping
Bulletin Service Dept.
959 Eighth Ave.
New York, N.Y. 10019

36. Hem-Rite Division
536 Southeast Sixth Ave.
Portland, Oreg. 97214

37. Hercules Powder Co.
Fibers Dept.
910 Market St.
Wilmington, Del. 19899

38. Holt, Rinehart, and Winston, Inc.
383 Madison Ave.
New York, N.Y. 10017

39. Household Finance Corp.
Money Management Institute
Prudential Plaza
Chicago, Ill. 60601

40. Indiana University
Audio-Visual Center
Division of University Extension
Bloomington, Ind. 47401

41. International Ladies' Garment
Workers' Union
275 Seventh Ave.
New York, N.Y. 10001

42. International Silk Assn.
Educational Division
185 Madison Ave.
New York, N.Y. 10016

43. J. C. Penney Co., Inc.
Local Store Manager, or
Educational and Consumer
Relations Dept.
1301 Avenue of the Americas
New York, N.Y. 10019

44. J. Wiss and Sons Co.
Advertising Dept.
33 Littleton Ave.
Newark, N.J. 07107

45. Jack Lenor Larsen, Inc.
Showroom
232 East 59th St.
New York, N.Y. 10022

46. John Dritz and Sons, Inc.
Consumer Services
Box 552
Spartanburg, S.C. 29301

47. Kansas State University
Extension Home Economics
Umberger Hall
Manhattan, Kans. 66504

48. Klopman Mills, Inc.
115 West 40th St.
New York, N.Y. 10018

49. M. Lowenstein and Sons
1430 Broadway
New York, N.Y. 10018

50. Man-Made Fiber Producers Assn.,
Inc.
Educational Dept.
350 Fifth Ave.
New York, N.Y. 10001

51. McCall's Patterns
Educational Dept.
230 Park Ave.
New York, N.Y. 10017

52. Metlon Corp.
432 Park Ave., South
New York, N.Y. 10016

53. Milady Publishing Corp.
Charm Division
3839 White Plains Rd.
Bronx, N.Y. 10467

54. My Double Co., Inc.
Box 270
Stanford, Conn. 06900

55. National Cotton Council of America
Home Economics Dept.
Box 12285
Memphis, Tenn. 38112

56. National Shoe Institute
50 Rockefeller Plaza
New York, N.Y. 10020

57. New York State Department of
Commerce
230 Park Ave.
New York, N.Y. 10017

58. New York State Department of
Labor
Division of Employment
Building 12 State Campus
Albany, N.Y. 12226

59. Niagara Mohawk Power Corp.
Local Office, or
126 State St.
Albany, N.Y. 12207

60. Pellon Corp.
Educational Dept.
1120 Avenue of the Americas
New York, N.Y. 10036

61. Pendleton Woolen Mills
Home Economics Dept.
218 Southwest Jefferson St.
Portland, Oreg. 97201

62. Penn Products Co.
Educational Dept.
963 Newark Ave.
Elizabeth, N.J. 07207

63. Permacel
Advertising Dept.
U.S. Highway #1
New Brunswick, N.J. 08900

64. Purdue University
Cooperative Extension Service
Lafayette, Ind. 47907

65. Purex Corp., Ltd.
Public Relations and Educational Services
5101 Clark Ave.
Lakewood, Calif. 90712

66. Ruth Millard Assoc.
Suite 1105
50 East 42nd St.
New York, N.Y. 10017

67. Scovill Manufacturing Co.
Oakville Division
Sales Promotion Dept.
26 Main St.
Oakville, Conn. 06779

68. Sears, Roebuck and Co.
Consumer Information Division
925 South Homan Ave.
Chicago, Ill. 60607

69. Shape-Ease
5525 Southwest Downs View Ct.
Portland, Oreg. 97202

70. Simplicity Pattern Co.
Educational Division
200 Madison Ave.
New York, N.Y. 10016

71. Singer Co., Inc.
Educational Dept.
30 Rockefeller Plaza
New York, N.Y. 10020

72. Stacy Fabrics Corp.
469 Seventh Ave.
New York, N.Y. 10018

73. Supima Association of America
Room 4101
350 Fifth Ave.
New York, N.Y. 10001

74. Textile Distributors Assn., Inc.
1040 Avenue of the Americas
New York, N.Y. 10018

75. The Arrow Co.
Advertising Dept.
530 Fifth Ave.
New York, N.Y. 10036

76. The Butterick Co.
Educational Dept.
161 Avenue of the Americas
New York, N.Y. 10013

77. The Risdon Manufacturing Co.
Waterbury Division
Box 520
Naugatuck, Conn. 06771

78. The Soap and Detergent Assn.
Cleanliness Bureau
485 Madison Ave.
New York, N.Y. 10022

79. The United Piece Dye Works
Advertising and Promotion
111 West 40th St.
New York, N.Y. 10018

80. The University of the State of New York
State Education Dept.
Bureau of Classroom Communications
Albany, N.Y. 12224

81. 3M Co.
Visual Products Division
3M Center
St. Paul, Minn. 55101

82. U.S. Borax and Chemical Corp.
Marketing
3075 Wilshire Blvd.
Los Angeles, Calif. 90005

83. U.S. Department of Agriculture
Federal Extension Service
Washington, D.C. 20250

84. Unique Zipper Distributing Co., Inc.
4120 Stone Way Ave., North
Seattle, Wash. 98103

85. University of Illinois
College of Agriculture
Cooperative Extension Service
Urbana, Ill. 61803

86. Van Wyck Products, Inc.
120 South Euclid Ave.
Pasadena, Calif. 91101

87. Vogue Pattern Service
Educational Dept.
161 Avenue of the Americas
New York, N.Y. 10013

88. Whirlpool Corp.
Home Service Dept.
Benton Harbor, Mich. 49022

89. William Prym, Inc.
Home Economics Dept.
Dayville, Conn. 06241

90. Wm. E. Wright and Sons Co.
Educational Dept.
180 Madison Ave.
New York, N.Y. 10016

This list is not to be considered exhaustive nor interpreted as an official endorsement by the Department.

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This booklet is published primarily for use in the schools of New York State, and free copies are available to New York State school personnel when ordered through a school administrator from the Publications Distribution Unit, State Education Building, Albany, New York 12224.

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6970/2/02511/8708